DOCUMENT RESUME

ED 121 458 PS 008 518

TITLE Nutrition Education for Young Children: Adventures in Learning--a Guide for Teachers and Aides.
INSTITUTION Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start.
PUB DATE 69
NOTE 57p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Cooking Instruction; *Curriculum Guides; Field Trips; Foods Instruction; *Learning Activities; *Lunch Programs; *Nutrition Instruction; *Preschool Education; Teaching Guides
IDENTIFIERS *Project Head Start

ABSTRACT

This nutrition education guide for Head Start teachers is part of a series of Head Start booklets concerning the value of good nutrition for preschool children and their families. Topics discussed in this booklet are: (1) the rationale for preschool nutrition education, (2) suggestions for planning Head Start lunch periods, and (3) ways in which preschool children can learn about food (e.g., field trips, snack and meal preparation, and other learning activities). An appendix presents: (1) recipes for classroom food projects and snacks, (2) classroom gardening projects, (3) suggestions for teacher presentations of nutrition education, and (4) a daily food guide designed to provide preschool children's nutritional needs. (BRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121458

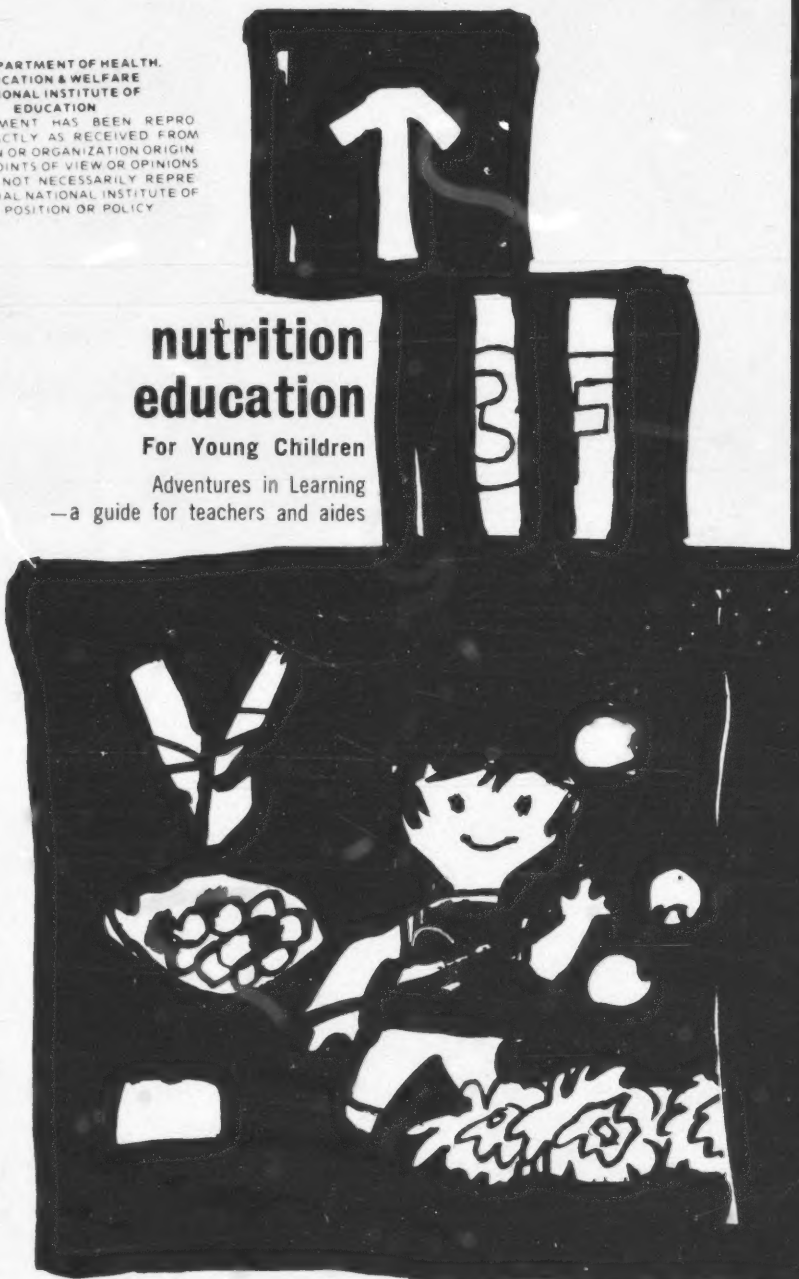
U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Project **HEAD START**

nutrition education

For Young Children

Adventures in Learning
—a guide for teachers and aides



PS 008518

U.S. Department of Health, Education, and Welfare
Washington, D.C. 20201

NUTRITION EDUCATION
FOR YOUNG
CHILDREN?

What do you mean by **nutrition?**

Nutrition means **food** and **how our bodies use it** to help make and keep us healthy.

It sounds so dull!!

2

Food **dull?**

Learning **dull??**

Being healthy **dull???**

Well, yes. We all have food. We're not sick. What is there to learn about **that?**

3

Look at your children:

Are all your children healthy?

Are they within the normal range of height and weight for their ages?

Are they growing?

Are their teeth free of many dental caries?

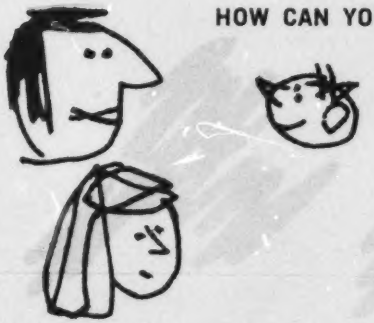
Are they free from frequent illness and colds?

Are they alert and interested in what goes on around them?

4

If your answer to any of these questions is "I don't know" . . .

HOW CAN YOU FIND OUT?



Talk with the family

Talk with the nurse

WHAT CAN YOU DO ABOUT MAKING AND KEEPING YOUR CHILDREN HEALTHY?

One thing you can do is to share ideas about nutrition . . .

In the classroom

Through enjoying good meals and snacks with the children

By planning projects and snacks with your Center's food service personnel

By discussion with families

Why? What has food . . . uh . . . **nutrition** . . . got to do with **learning?**

Good food is necessary to build strong bodies and good minds.

To meet the many growth needs early in life, children, from birth on, must have good food.

A child who is hungry will be thinking more about his stomach than about what is going on around him in the classroom.

In Head Start we can help improve the health of our Head Start families . . .

- By helping parents learn about good food; about what it does for their infants and children.
- By feeding the children good food at the Center.
- By helping children learn all about familiar foods, as well as encouraging them to taste and learn about some unfamiliar foods.

In these ways you will help them establish good food habits.

Other Head Start books are about good food for children, and how to teach parents about good food. (Head Start books 3, 3A, 3B, 3C, 3D)

This book is for you, the teacher and the aide. It will suggest ways of helping children learn about food and learn how to establish good food habits.

You will be helping them develop to their full potential and be laying the groundwork for your children's children to have an even bigger head start.

DULL? Hardly.

VITAL?? Definitely.

FUN??? We'll see!!

8

Children are accepting creatures

How about us adults?

Children can help us adults be accepting!

Positive attitudes and actions about food on your part will help children to be accepting

On the next 3 pages you will find 3 examples of where an accepting attitude is especially helpful . . .

- Cultural foods
- Setting an example at table
- Some animals we eat, some we keep as pets

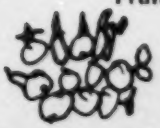
1. Cultural Foods:

Familiar foods have a comfort and value all their own . . .

- Ethnic and cultural foods are good food.
- Here are some examples of cultural foods and their food value:

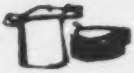
Milk foods: yogurt, buttermilk, milk from goats and sheep as well as from cows and mother!

Meat and meat substitute foods: pigeon, rabbits, squirrels, muskrat, possum, turtles; hog maws, neck bones, chitterlings; whale, bear, seal, wild game birds, venison, elk; all fish and eels, shellfish; eggs from pigeons, ducks and other birds; fish eggs; ham hocks, pigs tail, pig feet; chili, black beans, pinto beans; tacos, enchilados; smothered chicken.



Fruits and vegetables: uncultivated greens, collected usually in spring of the year when they are young and tender. wild (uncultivated) fruits and berries. Mushrooms, fried apples, corn pudding, sweet potato pone, squash cakes, dried okra, roots.

Cereal foods: grits, hominy, cornbread and cornbread stuffing.
tortilla, fry bread, cracked corn, hoe cakes, sweet potato biscuits, dumplings.



Fats: salt pork, blubber, drippings

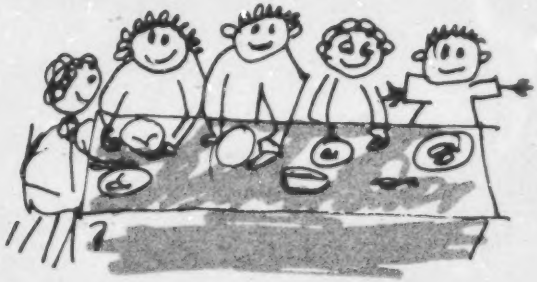
- Take a minute now to think about some popular foods in your community. Are they milk foods, meat foods, fruits or vegetables, cereal foods? Or fats?

- Your acceptance of various cultural foods will help the child accept himself and his culture.

2 Setting an example at table:

If an adult is a fussy eater, the children at her table are likely to be fussy eaters, too.

- Your example is most important. If you accept food enthusiastically the children will most likely do the same.



3 Some animals we eat, some we keep as pets:

Perhaps the idea that we learn to love some animals, yet eat others is puzzling to your children?

The facts are . . .

. . . That some animals are our pets

. . . Some animals are raised by farmers to be used for food.

. . . Some animals are wild.
These may be used for food, too.

Your acceptance of this idea will help your children accept it, too.

12

B. Expectations we can have of children at mealtime . . .

1. – Children eat better when relaxed
2. – Children can set the table
3. – Children can try to eat what is on their plates
4. – Children can help serve and learn to use utensils
5. – Children can take part in conversation

1 Children will eat better when they feel relaxed.

Plan a quiet activity before lunch:

As they finish their morning's play and work. . .

Let them go, 2 or 3 at a time, to the toilet and to wash their hands. . .
(Let the table setters go first)

Then choose a quiet activity . . .

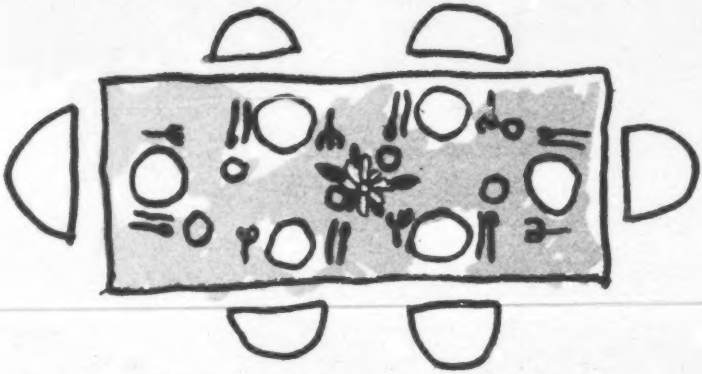
Listen to quiet music **or** Look at pictures **or** Listen to short poems **or** help set the table

Doing these things in small groups is more relaxing than all doing the same thing.

WHAT ARE SOME OTHER QUIET THINGS THEY COULD DO WHILE WAITING FOR LUNCH?

2 Children can do a good job of setting the table.

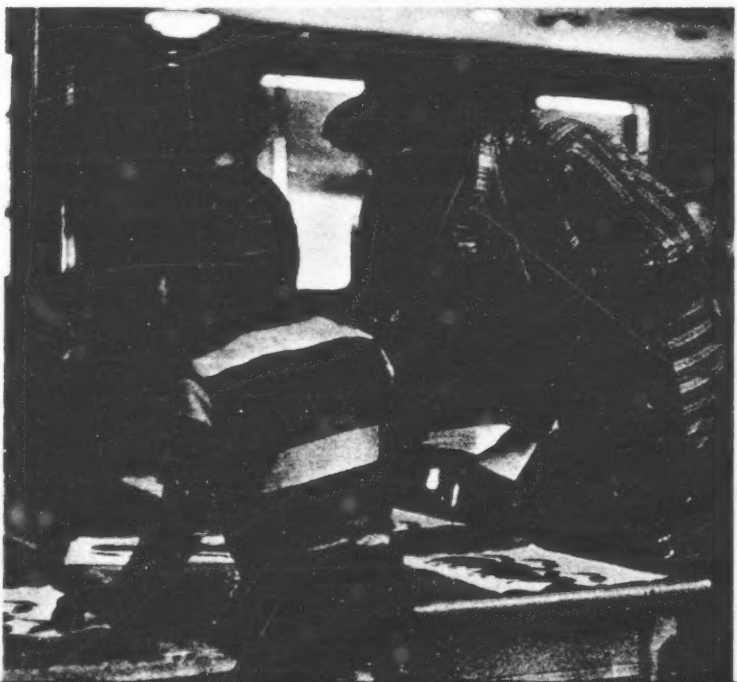
Have soapy water and sponge ready to wash the table first

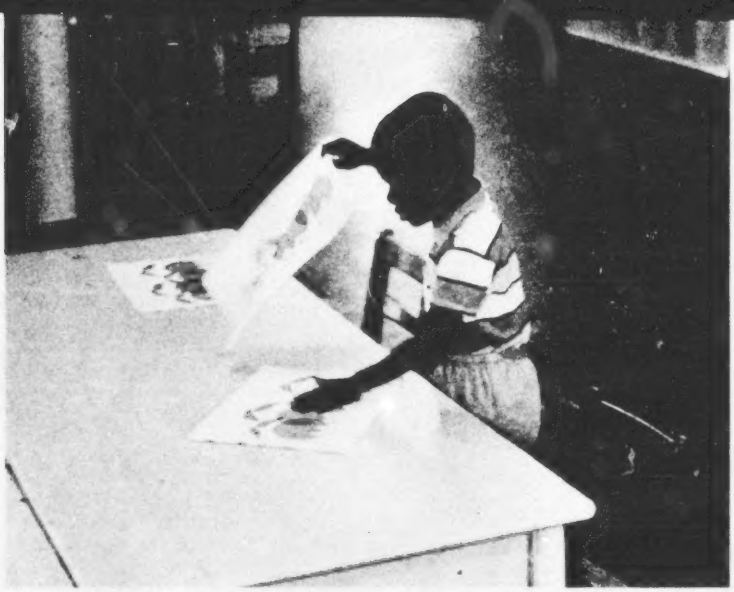


As children have several turns to set the table . . .

They will get experience in counting by setting the right number of places.

They will get experience with space relationships:





- The plates go at one end, in the middle of the placemat.
- The napkins go on the left side.
- The fork goes on top of the napkin.
- The spoon goes on the other side (or on the right side).
- The glass goes above the spoon, at the corner of the placemat.
- The centerpiece goes in the center of the table, for all to enjoy.

The centerpiece can be:

- Something collected on a morning walk
- Something made in class that morning
- Something a child has brought from home
- Anything that is interesting, attractive, or can be talked about: a "conversation piece".

And they will feel a great sense of satisfaction for a job well done, especially if you comment on how well the table is set . . . how pretty it looks . . . how interesting to have a live cricket for a centerpiece(?) . . . etc.

3 Children should try to eat what is on their plates, but should not be forced to "clean their plates".

They may ask for "just a taste" if the food is something they feel they do not like.

... or "just a little"

... Or "lots"

... Even "lots" means only 1-2 tablespoons (about half an adult serving). Then they can have the satisfaction of cleaning their plates and asking for second helpings. (Using a full sentence and using proper names for the foods, if he is able to do this, "May I have some more chicken, please?")

Be sure there is enough food for second helpings for all who want it

Age 2-5 is a slow-growth period so a child may not eat a lot of food during this time.

Somedays he may not feel like eating for other reasons—

Maybe he wasn't very active that morning

Maybe he doesn't feel just right

Maybe he feels sad

Maybe he just wants to show his independence!

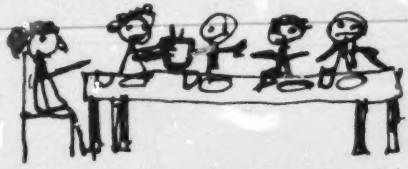
17

4 The children can serve themselves and others and they can learn to use utensils:

Each table should have serving dishes. Serving dishes should be of manageable size and weight. Do not use flimsy paper plates. They are too difficult to handle!

Family style service should be flexible to allow for individual likes and dislikes.

- The adult at each table can serve the first helping, or children can take turns serving.



- Serving dishes can be passed for seconds. Or children can take turns passing the food for seconds.

- Children can pour their own milk from small pitchers or they can take turns pouring it for others.

- Children can pick up their second course (dessert) from a side table and bring it back to eat at their place.

18

- Children can clear their own plates, put garbage, paper, dirty dishes, silverware in proper places.

The second course is as much a part of the meal as the first course. As such, it should be a nutritious food, such as milk pudding, fruit, nutritious cookies, etc. It is not used as a reward for clean plates!

Children may need your help in learning to hold a spoon or fork. Older children can learn to use a knife with your help. Every effort should be made to get unbreakable (metal) knives, forks, and spoons. They should be heavy enough not to have sharp edges. They should be small sized. Perhaps a local restaurant or airline could help you obtain suitable eating utensils.

19

Children can take part in conversation at the table:

—About what they did that morning.

—About a field trip they have taken or plan to take in the near future.

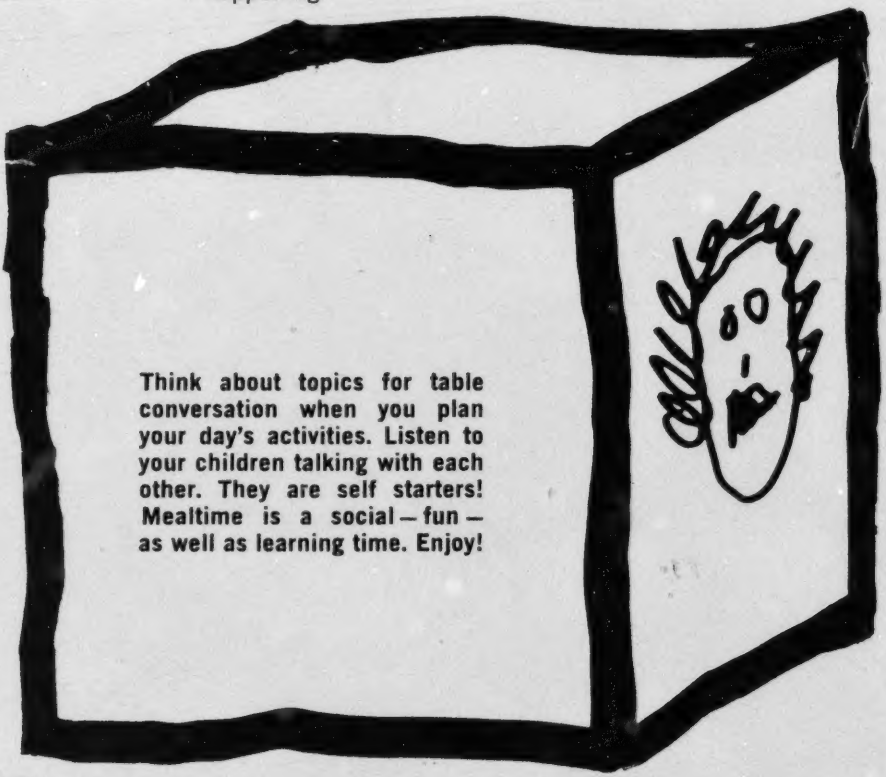
—About the centerpiece.

—About the food: what it is, where it comes from, its texture, smell, temperature, color, shape.

—About a story they have read together.

—About slide films they have seen together.

—About a feeling they have (had) about some recent happening.



Think about topics for table conversation when you plan your day's activities. Listen to your children talking with each other. They are self starters! Mealtime is a social — fun — as well as learning time. Enjoy!

C. **Ways of learning about food –**
in and out of the classroom

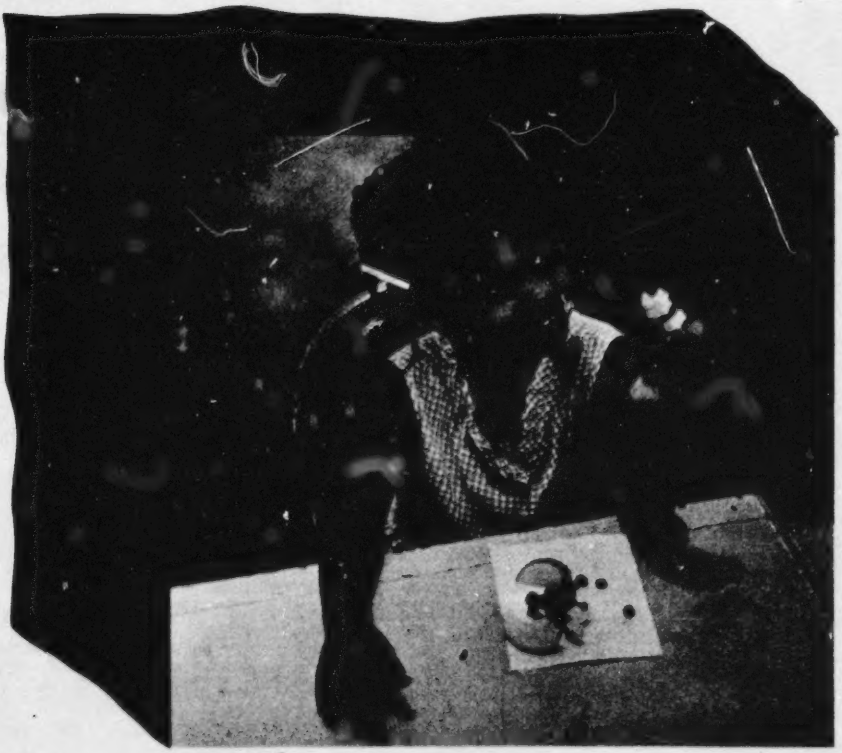
1. – FIELD TRIPS

2. – SNACKS

3. – FOOD PREPARATION FOR MEALS

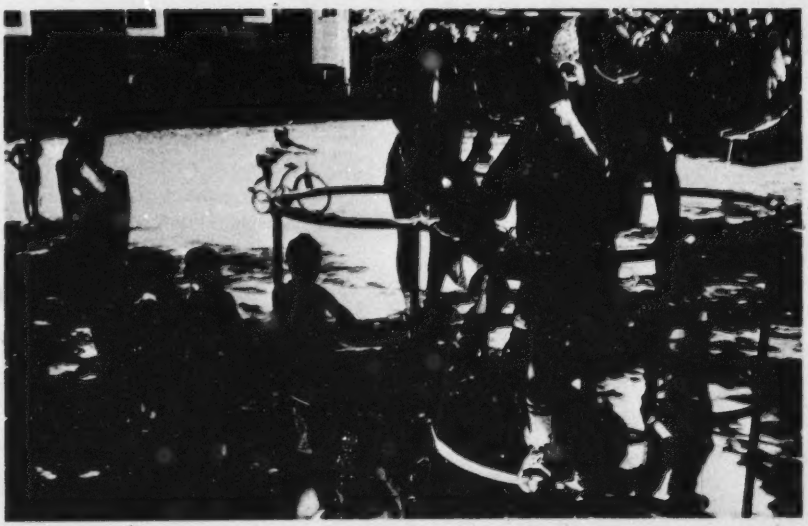
4. – CURIOUS CAPERS

- What can we do with . . .
- Where does our food come from . . .
- Guessing games . . .
- How does a garden grow . . .
- Nutrition experiments . . .
- Stories, pictures, filmstrips



1 Field Trips

- Plan trips in advance. It is best for you, the adult, to do a "dry run".
- Go in small groups
  - It is less tiring.
  - It is easier for children to relate to people and things they come in contact with.
  - If part of the class is to go later, plan a related activity for them to do in the classroom, if possible. If not related to the field trip, at least plan what they are to do while you are away.
  - Children will accept the idea of taking turns. Plan trips ahead so you and the children know when the others will get their turn to go.
- Allow 1 adult to 2-4 children.
- Keep it simple: Do not go too far, do not try to do too much in one visit, plan return visits.
  Do not go to large, crowded, complicated places.
- Allow time for the child to explore, respond, react, to try out, to experience with all the senses: to smell, touch, taste, whenever possible.
- Talk about the trip before you go and again after you return.



After a trip,

Provide materials for children to use in working out ideas about what they have seen:

- Some will want to tell stories about it.
- Some may want to paint or color pictures about it. Provide finger paint, brush paint, colors, other mediums you normally use.
- Some may want to act out what they have seen.

IT MAY TAKE SEVERAL DAYS OR WEEKS BEFORE CHILDREN ARE READY TO EXPRESS IDEAS ABOUT THE THINGS THEY HAVE SEEN, so don't expect too much, too soon!

- Relate the trip to what you are teaching in the classroom.
- Don't forget to take along a camera!

Some successful field trips:

1. To a nearby farm to explore where eggs come from. Collecting eggs. Bringing them back and cooking them in various ways: hardboiled, poached, fried scrambled; deviled eggs, egg salad sandwiches. Then eating them!
2. To a nearby truck farm or garden to see where tomatoes—or corn—or cabbage, etc. are grown. Plan

several trips: first, in the spring to see the planting; sometimes in the summer to see how they are growing; and finally in the fall to see the harvest and collect samples to taste and to bring back to the Center to cook.

3. To a nearby (super) market to buy food for a cooking project. For example, vegetables for soup. They could come back to their classroom and wash, cut and sample the raw vegetables, then cook in kettle with bouillion and seasonings.
4. To the market (one day) to buy flour and yeast. Next day, prepare bread dough in the classroom. Let the children help knead the dough, see the dough rise, shape the rolls (or loaves), see it rise again, put it in oven and finally eat it for lunch!

Field Trips need not be big expeditions to far-away places

What is happening in **YOUR** neighbood?? (Ideas for field trips)

- Are there gardens? Plan several trips to watch progress of the vegetable or fruit.
- A farm with milk cows?
- A farm with chickens and eggs?
- A fishing pond?
- Fruit trees: Plan several trips, to see the blossoms, to see the green fruit, and to see the ripe fruit.
- A market? Go for one or two items only; or for ingredients for one project.
- Are there uncultivated greens to collect? Or wild asparagus? A parent might know about this, and how to prepare them.
- Are there wild fruits to collect?

Some greens and berries are poisonous. Caution your children to ask you first if they are O.K. to eat.

24

- Is there a mother who bakes bread? Perhaps a small group could go to her home to "help" or she could come to the Center.
- Are there mothers who could help children prepare and taste cultural dishes?

Stop for a minute and think: "Are there other places we could visit and things we could explore in our own neighborhood?"

2 Helping to Prepare Snacks

Snacks are part of the child's total daily food intake so must be chosen for their good food value

Snacks should

- Taste good and look good
- Be nutritious: milk, meat and meat substitute foods should be used often; raw fruit, vegetables; whole grain or enriched cereal foods.
- Be simple
- Be satisfying

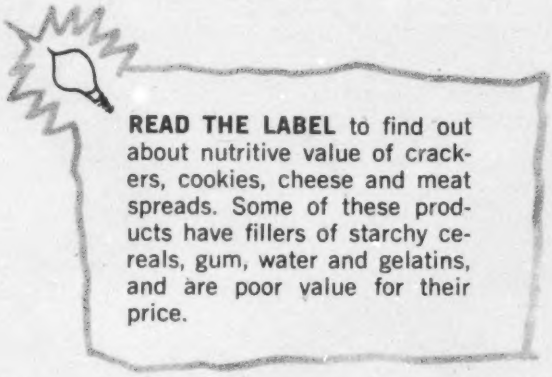
Should Not Include:

Rich pastry,
Donuts, pies, cakes,
Imitation fruit drinks
Potato chips
Popscicles
Sodas
Expensive, prepared snack foods

Some ideas for satisfying snacks

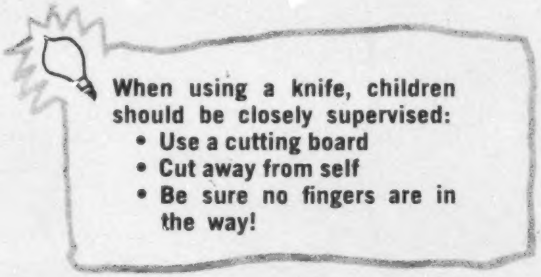
Milk and graham crackers
Juice and nutritious cookies such as cereal cookies, cookies with raisins, peanuts, peanut butter
Cheese and crackers, apples
Cheese and crackers, raisins
Cheese and crackers, juice
Softened cheese on celery
Hard cooked eggs, whole wheat bread and butter, milk
Popcorn, milk
Peanut butter on whole wheat bread, milk
Peanut butter on celery, milk
Bananas, milk
Dried fruit, milk
Fresh fruit and berries, milk
Fresh vegetable wedges and cheese
Popcorn, apples
Dry cereal, milk
Cheese toast, milk
Cheese toast, juice
Soft tortilla, milk
Soft tortilla with peanut butter and milk
Snacks on a toothpick:
(cheese cubes and pineapple cubes)
(meat, cheese cubes, and small tomatoes)
(apples, raisin, and cheese cubes)
Pizza *
Cinnamon toast and milk
Buttered toast and cocoa

* recipe in appendix


READ THE LABEL to find out about nutritive value of crackers, cookies, cheese and meat spreads. Some of these products have fillers of starchy cereals, gum, water and gelatins, and are poor value for their price.

Children can help prepare snacks:

- They can wash the tables
- They can pass the napkins
- They can pour the milk or juice
- They can arrange cookies, crackers, on plates
- They can cut and place cheese slices on crackers
- They can divide fruit, vegetable pieces, etc. among those at their table.
- They can pop the corn
- They can hard cook the eggs
- They can help wash and peel carrots, cut green pepper sticks, slice bananas in two, cut apple wedges, cut oranges in 4, etc.


When using a knife, children should be closely supervised:
• Use a cutting board
• Cut away from self
• Be sure no fingers are in the way!

- They can help butter the bread; cut the bread and arrange it on plates.
- They can spread peanut butter or cheese spread in celery sticks.
- They can prepare snack-on-a-toothpick for themselves.
- Serve peanuts in the shell, let the children crack them open.

WHAT ARE SOME OTHER GOOD SNACK IDEAS? WHAT ARE SOME WAYS CHILDREN CAN HELP PREPARE SNACKS?

3 Helping to prepare foods for meals:

Helping in the preparation of a food is one of the best ways to arouse interest in and acceptance of it.

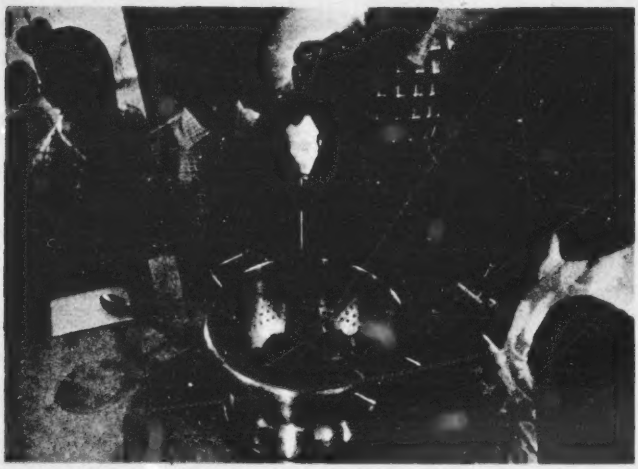
Some ways of participating in food preparation:

- The cook might take a few children at a time into the kitchen to help at simple tasks, if this is not against local health regulations.
- The cook or you might have children help prepare vegetables in the classroom:
  - shell some peas . . .
  - snap the beans . . .
  - husk the corn . . .
- One item might be prepared by the children either for a meal for their class or for a tasting party:

jello	instant milk pudding
vegetable soup	cooked pudding
sandwiches	pancakes
muffins	oatmeal
stew	scrambled eggs
meat loaf	applesauce
creole liver	cookies; decorated cookies
cornbread	

THINK ABOUT OTHER FOODS YOU WOULD LIKE THE CHILDREN TO TRY.

- Start with simple projects . . . projects in which children can do the work!
- Print the recipe on large paper, simply. Illustrate with pictures or food labels. Display near the cooking table.



- Work in small groups:
  - Cooking may be one of the choices offered during work time (free play or choice time).
  - Cook often; at least once a week.
  - If all children in the class are involved, divide into groups of 5 or 6 children with one adult for each group.
- Have the children wash their hands as the first step.
- Have sponge ready for quick clean-ups.

30

- Have all ingredients and equipment ready beforehand and placed where children can work with them.
  - Have more than one of some of the equipment so children can work with it at the same time.
- Have children help clean up, to encourage responsibility.
- Follow through on projects. Be sure a child gets to taste what he has helped cook.
- Try the same recipe more than once!

Think of all the learning experiences which can be gained through preparation of food:

1. Simple tasks, easily accomplished by small hands offer the opportunity to strive and succeed. Not only in food preparation, but at snack time and in meal service.

2. Language skills, both listening and speaking, are widened. Use the correct term for the food, the equipment being used, and for what is happening.

   "We **spread** the butter on the bread with a **knife.**
   We **boil** the water in a **kettle.**
   We **heat** the milk for cocoa in a **saucepan.**
   We **beat** the eggs with an **egg whip** (or **egg beater).**
   We **scrape** the **bowl** with a **rubber scraper.**
   We **stir** the **batter** with a **spoon.**
   We **fry** the **bacon** in a fry pan."
   etc.
   Shapes are learned:
   The orange **rounds** and **sections,** the carrot **curls** or **circles;** the bacon **strips.**
   Colors are learned:

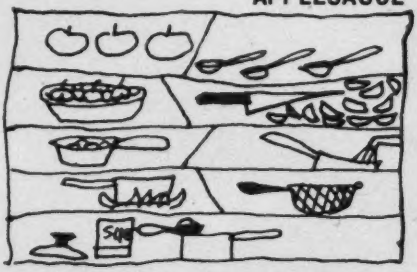
   The **orange** is orange, the banana is **yellow** or **green** or **black** or a combination.
   The apples are **red** or **green** or **yellow.**

3. Ideas about numbers and measurements are learned:
   1 teaspoon vanilla
   2 cups flour
   ½ cup shortening
   etc.

4. As at the table, children can have the opportunity of describing the foods they are working with:
   How does the vanilla smell?
   How does the flour feel?
   Where does the shortening come from?
   —lard is fat from pigs.
   —margarine is fat from certain seeds, (read the label to find out which seeds.)
   —butter is fat from milk.
   etc.

5. The idea that recipes can tell us how to prepare foods: Make a poster with the picture recipe. For example:

APPLESAUCE



3 apples
3 tablespoons sugar
Wash the apples
Cut them into quarters
Put them in a saucepan
Add just a little water
Cook slowly until tender
Strain
Add sugar

6. Ideas about science are learned:

   When water boils, some of it changes to water vapor, and is called steam. It evaporates.

   The water we drink is liquid; when water freezes it is solid and is called ice.

   When you beat a raw egg it is liquid; when you heat it, it becomes solid.

   Jello is a powder. Add boiling water and it dissolves. Cool it in the refrigerator and it stiffens.

   Raw meat is red because of blood. It turns dark brown and hardens when the meat is cooked.

As with any other learning experience, cooking projects need to be well thought out ahead of time and preparations made so the children will gain the most they can from it.

4 Curious Capers: approaches to learning about foods which whet the appetite for curiosity.

Talk about "familiar" foods. Foods you know about or can find out about.

What can you do with . . .

–an apple:

cut wedges
make caramel coated apples
make applesauce, apple pie, apple dumplings, baked apples
have apple cobbler for lunch that day
dunk for apples–water play
taste some apple cider
visit store to buy some apples to eat
visit orchard to see some apples growing
visit apple packing and storage houses or outdoor market
cut open apple and talk about seeds–how and where they sprout
plant the seeds
compare them with other seeds
talk about "fruits"
talk about different colors, sizes, shapes, and tastes and varieties of apples

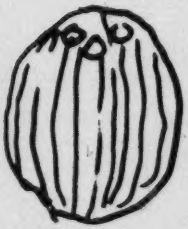
—a pumpkin:

make a jack-o-lantern
roast some seeds
plant some seeds
make pumpkin tarts (or serve pumpkin pie that day) pumpkin cake
cook leaves—for green vegetable (an African food)
visit a store to buy a pumpkin
visit a farm or garden where they grow

—a carrot:

peel it (feed peels to the pet if there is one)
make circles
make sticks
cook it
glaze it (with butter and brown sugar)
put top in water (soil) to grow *

—a coconut:



drill it
taste the liquid
crack it open with a hammer, taste the meat
compare the fresh meat with shredded coconut, use coconut in cereal cookies*
taste commercially prepared
coconut candy
coconut cookies

—peanuts

crack them and taste them raw
roast them
plant them (Spanish peanuts grow in Northern States)
make peanut butter * (or buy from store)
make peanut butter sandwiches
put peanut butter in celery sticks
make peanut butter cookies *

* See appendix

34

—milk:

drink it
put chocolate in it to make chocolate milk; heat it to make cocoa
put in cakes, cream soup
make (instant) pudding
make ice cream *
make yogurt, buttermilk *
make butter *
make skim milk from whole milk, i.e. take off the cream.
prepare skim milk from dry milk powder
try evaporated milk on cereal
taste cottage cheese

* See appendix

Where does our food come from? . . .

- Milk–Store, milkman–dairy–farmer–cow
- Meat – (piece) – supermarket – butcher – farmer – animals
- Fruit & Vegetables–Frozen, fresh or canned fruit (or juices) store–canning factory–farmer
- Trees–nursery–seeds or cuttings
- Vegetable (cress) plant in boxes–buy seeds from store–Where do seeds come from?
- Ice cream–delivered in refrigerated trucks–visit dairy –make ice cream in classroom
- Bread–Parent could demonstrate–Children could each kneed their own roll and eat it–Bakery–Mill–Farm

Guessing games . . .

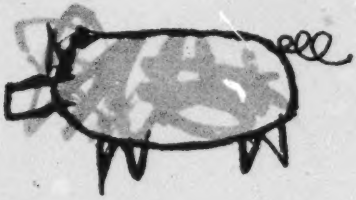
(a) Put a few fruits or vegetables in a box. Open side toward the group. One child puts hands thru holes, in back of the box, feels the fruits or vegetables and tries to guess what they are.

(b) Child (or teacher) describes a fruit or a vegetable or other food, and teacher (or children) guess what it is.

(c) Where did you go? (dairy) (bakery) (supermarket). What did you get there? (milk) (bread), all kinds of food etc. (based on experience of children) (corner store)–(bread)

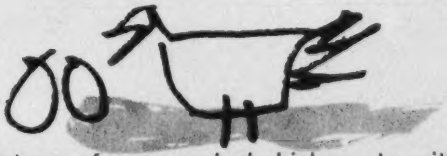
(d) Here is a picture of a (cow).
What food do we get from a cow?
–Meat
hamburger, steak, roast, etc, etc.
liver
–Milk
cheese
buttermilk, etc.
ice cream

Here is a picture of a (chicken).
What food do we get from a chicken?
—fried chicken, smothered chicken, etc.
—eggs

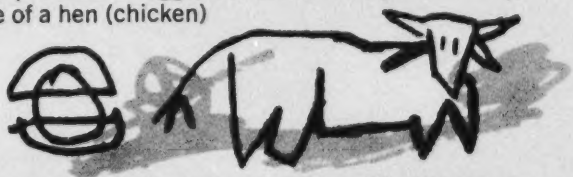


Here is a picture of a (pig)
What food do we get from a pig?
—pork chops
—sausage
—bacon
—dripping
—chitterlings

This may be worked as a picture matching game:



Match pictures of eggs, cooked chicken, etc. with picture of a hen (chicken)



Match pictures of hamburger, roasts, milk, cheese, etc., with pictures of a cow (bull) etc.

How does a garden grow . . .

Learning about plants, seeing how they grow, can be important experiences for children, especially in cities where everything comes packaged, canned or frozen!

- Some plants can be grown from sprouting vegetables (see appendix on how to grow sweet potato vines and carrot vines)
- Some plants grow from seeds.
  - See appendix for projects on How Seeds Grow.
  - Save seeds from melon, apples, pumpkins, other vegetables and fruits used in Center, and see if you can make them grow.
    - They will need to be dried before planting, or they will rot.
  - Plant seeds in cartons or window boxes.
  - Plant a garden near the Center if possible.
  - Plant seeds and transplant plants started in the Center from seeds.

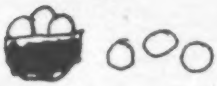
Is there a father willing and able to help the children with a garden?

Nutrition Experiments . . .

- Show the children familiar foods prepared in various ways.
- Let children help prepare familiar foods in different ways, then taste the difference.

For example:

Oranges:



Sliced, sectioned, juiced.
Canned (mandarin) oranges.
Juice: frozen, canned.
Have orange jello for lunch!

Potatoes:

Raw
Mashed from cooked potatoes
Mashed from dried flakes
Potato patties from mashed potatoes
or
French fried prepared from raw potatoes
French fried (frozen)
Pan fried potatoes
Have baked or creamed potatoes for lunch on the days you are experimenting with potatoes!

40

Tomatoes:

Sliced, raw
Stewed, prepared from fresh tomatoes
Stewed, from a can
Tomato juice prepared from fresh, stewed tomatoes
Tomato juice from a can
Talk with your cook about having spaghetti or other dish with tomatoes in it for lunch!

Peas:

Shell and taste raw peas
Cook raw peas
Cook frozen peas
Heat canned peas
How about cream of pea soup for lunch?

Perhaps you and your food service personnel can do some planning together, to co-ordinate menus with activities such as these.

Stories, pictures, filmstrips . . .

Stories and pictures have been suggested last because we feel small children learn more by doing; by touching, smelling, seeing, working with the real food, or coming in contact with the food source, rather than just seeing pictures of or hearing stories about food and where it comes from.

Stories and pictures are most effective when used with an actual experience:

before and after a field trip
picture recipes
snapshots of their experiencing whatever it was they went to see

Or to help children extend their learning after having actual experience with foods such as the picture games. However, it is sometimes not possible for urban centers to take their children to see orchards, farms, small dairies, etc. In this case, good clear colored photographs or good colored filmstrips are recommended to expand the child's knowledge of where foods come from.

Well, what do you know!
Learning about food **can** be fun!
Where can we get some more ideas?

You will find some more in the appendix
but **your** own ideas are often best!

APPENDIX

Some Recipes For Classroom Projects and Snacks . . .
Some Points to Think About When Discussing Foods . . .
Some Growing Projects for the Classroom
How Seeds Grow . . .
Some Additional Projects To Try . . .
Daily Food Guide and Child's Needs . . .

recipes

Peanut Butter

Put into electric blender: 1½ tablespoons vegetable oil
1 cup roasted or salted peanuts

If peanuts are unsalted, add ½ teaspoon salt. Blend to desired smoothness. Add 1½ tablespoons more oil if needed.

Buttermilk

Mix 1 quart skim milk, room temperature
1/2 cup (bought) buttermilk, room temperature
1/8 teaspoon salt

Stir well. Cover. Let stand at room temperature until clabbered (thickened). Stir until smooth. Chill before serving.

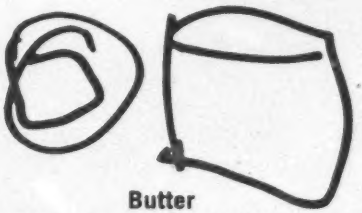
Freezer Ice Cream
(uncooked)

Yield: about 12 servings
3 eggs
2½ cups sugar
1 teaspoon salt
2 tall cans evaporated milk
½ gallon homogenized milk
2 teaspoons vanilla

Beat eggs until light. Beat in sugar and salt. Stir in evaporated milk, homogenized milk and vanilla. Pour into gallon size ice cream freezer canister. Pack freezer with crushed ice and 1/8 part ice cream salt. Recipe may be varied by adding crushed fruit before freezing or toppings may be used.

Vegetable Soup

Have children each bring in a vegetable. You might want to try tasting these raw one day. For soup, peel and cut up the vegetables. Add to pan with beef broth and water. Cook until vegetables are tender. Season lightly with salt.



Butter

Place whipping cream in a tightly covered jar and shake. Will take 15-20 minutes for separation to occur. Beaters may be used. Lightly salt if desired.

Creole liver

8-10 child servings

Cut into thin slices: 1 lb liver
Dust the slices with: flour
Brown the slices in: melted butter or drippings
Add: 1¼ cups sliced onions
1½ cups canned tomatoes
½ cup celery, diced
1 green pepper, sliced thin
½ teaspoon salt
few grains cayenne (hot red pepper)

Cover the pan. Simmer about 20 minutes. Drain them. Thicken the liquid with flour. Add liver and vegetables. Simmer 2 minutes longer.

Pizza

For each child spread ½ English muffin
with Spaghetti sauce
add Mazzerella cheese slice
Bake in hot (450°) oven for 10 minutes

Biscuits

Bake: 450° 8-10 minutes
Yield: 10-12

2 cups biscuit mix
½ cup cold water

Mix with fork to make soft dough. Gently smooth dough into a ball on floured cloth-covered board (or floured countertop). Knead 5 times. Roll ½" thick. Cut with floured cutter. Bake on ungreased sheet.

Good and so good for the children! Easy, too!

Cereal cookies

Mix together:

1 cup halved roasted peanuts
½ cup coconut
½ (large) box rice krispies (about 6 oz.)
½ (large) box wheaties (about 6 oz.)

Boil in a saucepan to the soft ball stage:

1 cup sugar
1 cup white corn syrup
½ cup evaporated milk

Pour syrup over cereals. Mix well. Press into large loaf pan. (Rinse your hands with cold water to prevent cookies sticking to them). This nearly fills a 9" x 13" cake pan. Cut into pieces before it gets too hard.

Fun for the children to roll and flatten. Good, too!

Peanut Butter Cookies

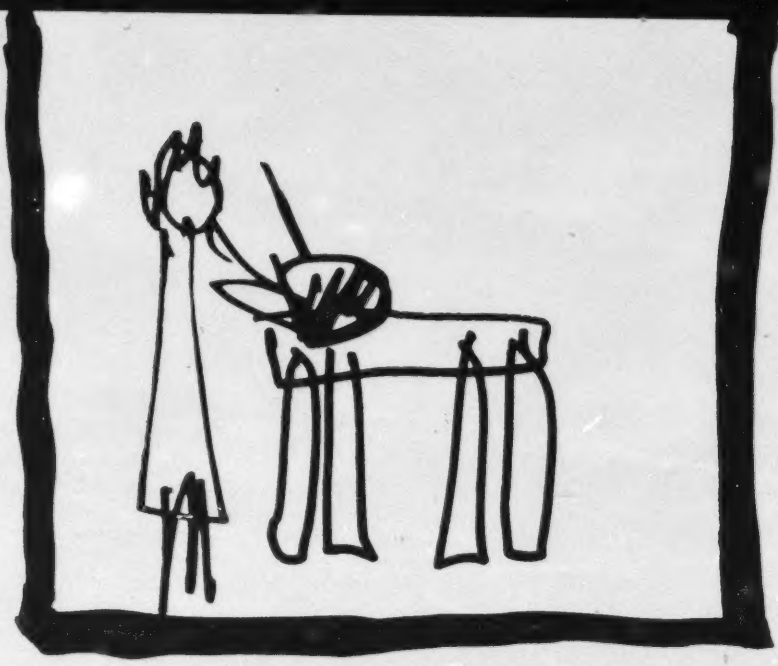
(about 6 dozen)

Cream together: 1 cup lard
1 cup peanut butter
1 cup brown sugar
1 cup white sugar
Add: 2 eggs, beaten
1 teaspoon vanilla
Sift together: 3 cups flour
1 teaspoon soda
pinch of salt

and add to sugar-egg mixture.

Mix well.
Roll in balls
Flatten with fingers
Crease with a fork
Bake on cookie sheets 400° for 10 minutes

47



Oatmeal Cookies
(7-8 dozen)

Cream together
- 1 cup shortening (½ lard, butter is o.k.)
- 2 cups sugar

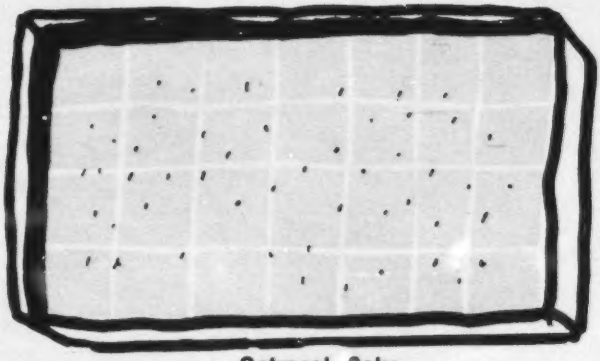
Mix together
- 3 eggs, beaten
- ⅔ cup milk

Add and mix
- 3½ cups rolled oats
- 1 cup raisins
- ¾ cup chopped nuts

Sift together
- 3 cups flour
- ½ teaspoon salt
- 1 teaspoon cinnamon
- 1 teaspoon allspice
- 1 teaspoon soda

add to sugar mixture

Mix well.
Put by teaspoon on greased cookie sheet.
Bake 350° 10-15 minutes.

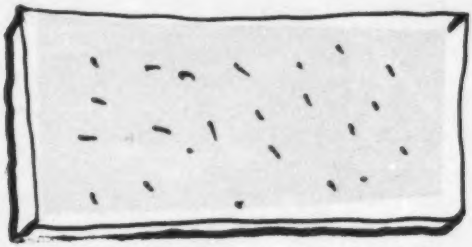


Oatmeal Cake

Use sheet cake pan

1½ cups boiling water
½ cup oleo or ½ cup salad oil
1½ cups flour
1 teaspoon cinnamon
1 teaspoon soda
1 teaspoon salt
1 cup brown sugar
1 cup white sugar
2 eggs

Pour boiling water over oats. Let stand while preparing the following: sift together flour, cinnamon, soda, salt. Add to sugar, eggs and oil, then add oatmeal. Mix well. Bake: 350° 30-40 minutes.



Optional Topping for Oatmeal Cake

1 stick oleo
1 cup brown sugar
½ cup milk
½ cup chopped pecans
1 teaspoon vanilla
1 package coconut

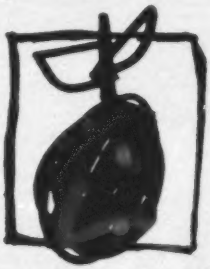
Dissolve sugar and milk, add butter and cook. Stir constantly until it boils and thickens. Remove from heat. Add vanilla, nuts and coconut. Pour on cake while hot.

some points to think about:

Mind expanding questions:

Some points to make when talking about fresh fruits and vegetables:

What is this called?
What color is it?
How does it feel?
How does it smell?
What shape is it?
How do we cut it?
How does it taste?
What can we do with it?
Where does it come from?
How does it grow? (on a tree, on a vine, etc.) ....
Where are the seeds?
If you wanted to grow some of these in your garden, what would you do? Plant seeds? Plant sprouts?
Would you like to eat it?



some growing projects:

for the classroom:

Sweet potato: Choose a sweet potato with eyes or sprouts. Put it in a glass or jar of water. The "eyes" will sprout, vines coming out the top, roots from the part under the water.

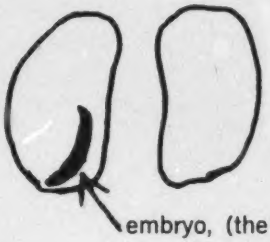
Carrot: Choose a carrot with sprouts; cut the leaves off, leaving the sprouts. Cut the carrot 1-2 inches below the top. Place in water with aid of toothpicks, leaving the top exposed. Change water every 3-4 days.

Try pineapple tops the same way.

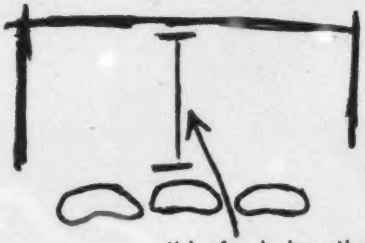
These may also be planted in soil or vermiculite. (Vermiculite may be bought at a garden shop or hardware store.)

How seeds grow:

1. Put some lima beans, butter beans or corn seeds in a glass of water. Soak overnight.
   The next day open some with your fingers. What do you see?

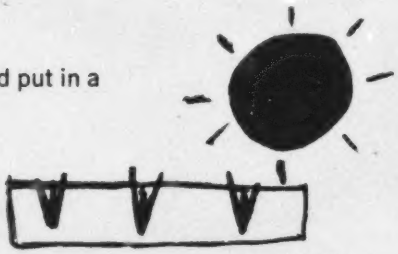


Plant some unopened beans in cartons with soil or vermiculite, about



this far below the surface.

Water and put in a



place to grow.

2. On a saucer put a wet paper towel. Sprinkle lettuce or other small seeds over it. Cover with plastic wrap so the water will not evaporate. When they sprout, plant in soil or vermiculite.

some additional projects to try:

- Make placemats from oil cloth, or paper to color, paint, paste on.

- Make a poster of the day's menu (or use flannel board pictures).

- Send special invitations to mothers to join you and the children for lunch. (Perhaps on days the children have helped in meal preparation).

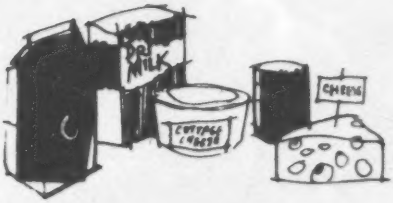
- Let the parents know what the children are doing in school. For example, if they have prepared creole liver or some other dish that day, send the recipe home!

  Or a note: "Today in school we learned about peas; we shelled some, we cooked them, we tasted canned peas and frozen peas. For lunch we had creamed pea soup!"

- Have child lie down on paper and draw his outline. Cut it out and put it up in the room or send it home. The parent can put it up. In 5 or 6 months, do this again. Compare with the first cut out to show how much he has grown!

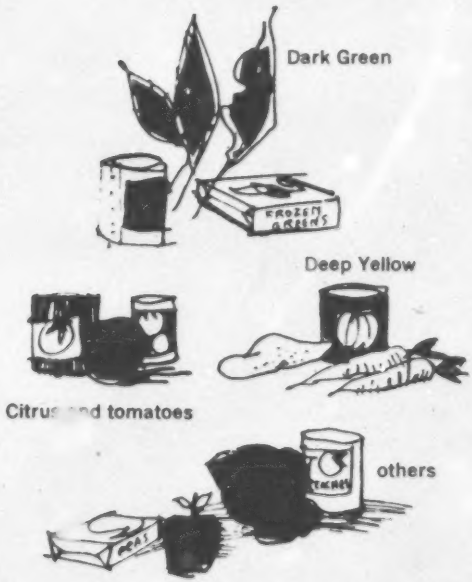
DAILY FOOD GUIDE
some choices for thrifty families

Milk Group
some for everyone



Meat Group
2 or more servings

Vegetable-Fruit Group
4 or more servings



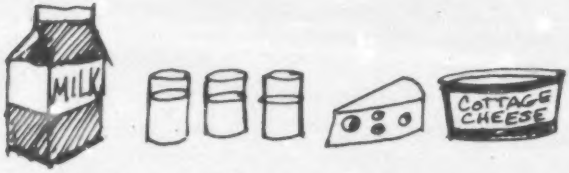
Bread-Cereal Group
4 or more servings

EVERY DAY EAT FOODS FROM EACH GROUP
Eat other foods as needed to round out meals

U.S. Department of Agriculture • Consumer and Marketing Service
Agricultural Research Service • July 1966

54

Small children need:

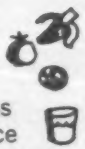


2-3 cups milk each day.
cheese and foods made with milk can be used for part of the milk.

2 or more servings of meat or meat substitutes each day.
A small child's serving is 1½ ounces meat, or 1 egg or ¼-½ cup cooked dry beans or peas or 2 tablespoons peanut butter.

4 or more servings of vegetables and fruits each day.
A small child's serving is ¼ cup or ½ portion such as

½ banana
½ apple
½ orange
small glass orange juice



4 or more servings bread and cereal each day (whole grain or enriched).
A small child's serving is:
½ slice bread or ½ biscuit
½ box or ½ cup dry cereal
¼-½ cup cooked cereal, grits, macaroni, rice or spaghetti

This booklet was written by **Margaret Powers,** a nutrition consultant for Project Head Start. It was conceived by Miss Sue Sadow, Senior Nutritionist for Project Head Start, as the basic teaching aid in nutrition education for young children.

An interdisciplinary committee gave invaluable help to the author by conceptualizing points they felt were important from their varied viewpoints. The committee members were:

Chairman:
Juanita A. Eagles, Ed. D. Adjunct Professor of Nutrition
Teachers College, Columbia University
New York City

Nancy Goldsmith, M.Ed.
Head Start Regional Training Officer
University of Maryland
College Park, Maryland

Betty Vaughn, R.N.
Southern Maryland Tri-County Head Start
Hughesville, Maryland

Gertrude Hunter, M.D.
Director of Health Services
Project Head Start
Washington, D. C.

Diane Hoffman
Head Start Teacher
Hopkins House Head Start Day Care Center
Alexandria, Virginia

Dorothy Minarick
Nutrition Consultant
Project Head Start
Braddock Heights, Maryland

Mrs. Barbara Thomas
Head Start Parent
Parents Advisory Council
Capital Head Start
Washington, D. C.

Mrs. Alberta Brawner
Head Start Parent
Parents Advisory Council
Capital Head Start
Washington, D. C.

Sue Sadow
Senior Nutrition Specialist
Project Head Start
Office of Child Development
Washington, D. C.

60